DOCUMENT RESUME

ED 026 158 RC 003 016

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Evaluation of the Bilingual Project of Harlandale Independent School District, San Antonio, Texas, in the First and Second Grades of Four Elementary Schools during 1967-68 School Year.

Harlandale Independent School District, San Antonio, Tex.
Pub Date Jul 68
Note-51p.
EDRS Price MF-$0.25 HC-$2.65
Descriptors-*Bilingual Education, Bilingualism, Comparative Analysis, *Elementary Schools, Grade 1, Grade 2, *Language Development, *Mexican Americans, Program Evaluation, *Reading Ability, School Environment, Statistical Data, Student Testing
Identifiers-*San Antonio, Texas

An evaluation is provided of a project designed to create a bilingual environment and a program of bilingual instruction for first and second grade Spanish speaking children. A comparison is included of the language development and reading ability of the students taught in Spanish and English with those taught in English only. A pre- and post-testing program and teacher observations, comments, evaluations, and recommendations are utilized in the evaluation. Conclusions reveal that teachers feel bilingual instruction should be continued; pupils have a better self-concept, feel more accepted, have more pride in their own culture, and derive pleasure from materials portraying their culture after completing the program; pupils who have exhibited the most language development are bilingual and have increased cognition and intellectual development; and there is no significant difference in the reading abilities of the 2 groups. It is recommended that: (1) a structured core program in language development be designed, (2) the Spanish-speaking child's first contact with formal language development be in Spanish, (3) pre-first grade oral language development be in both Spanish and English when possible, (4) Headstart programs be conducted in Spanish for those taught bilingually in first grade, (5) first grade students in the program continue into second grade bilingual program, and (6) better coordination, selection, and assistance be provided for those involved in the program. (SW)

ED026158

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EVALUATION OF THE BILINGUAL PROJECT OF HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TEXAS, IN THE FIRST AND SECOND GRADES OF FOUR ELEMENTARY SCHOOLS DURING 1967-68 SCHOOL YEAR

For

Harlandale Independent School District

San Antonio, Texas

John C. Gonder, Superintendent (Retiring)
Callie W. Smith, Superintendent (New)

By

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July, 1968

RC 003016

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I. INTRODUCTION

Statement of the Problem

The purpose of this study is to evaluate the Bilingual Instructional Project in the first and second grade of four elementary schools in the Harlandale Independent School District, San Antonio, Texas. during the 1967-68 school term.

Objectives of the Project

The purpose of the project was to provide a bilingual environment and a program of bilingual instruction to enhance the development of the Spanish-speaking child in cognitive and language abilities. The bilingual environment should give the child a personal and cultural acceptance productive of a self-concept which makes possible those linguistic and communicative successes on which real internalized psychological motivation is built.

It was the further purpose of this project to provide bilingual instruction in some of the classes in the four schools in the first and second grades and to compare these pupils, in terms of language development and reading ability, with those who were taught in English only.

Reasons for Bilingual Education

A number of very reasonable and logical assumptions have been made about bilingual education from empirical observations and experience,

as well as from the initial indications of ongoing research in many areas. These may be summarized as follows:

1. The Spanish-speaking child immediately gets a better self image, a characteristic which facilitates and accelerates learning, when he is received in Spanish and his first instruction is in Spanish.

2. Teaching the Spanish-speaking child bilingually is the fastest and best way to teach him to read in English, or at least this is what seems to be indicated by some of the empirical studies now in progress.

3. Teaching the Spanish-speaking child bilingually speeds up his intellectual development. Learning a concept in one language, and then expressing this same concept in another language, is one of the most productive intellectual exercises a child can experience.

4. The processes of bilingual instruction more fully utilize the great linguistic potential of the small child; this linguistic potential and flexibility seems to begin diminishing in a year or two after the child enters school.

5. Since the Spanish language is a more simple language than English, it can be taught more quickly than English. Many of the Spanish-speaking children can learn to read Spanish in three months, and once the child has mastered the concepts and processes of reading, these processes and concepts can be transferred to the reading of English.

6. Since the phonetic sounds of the Spanish alphabet are limited, the Spanish alphabet functions as an initial teaching alphabet in the teaching of reading. Very similar phonemes are used in English with other sounds added.

7. The bilingual person can function more efficiently in our growing hemispheric society than the monoglot.

8. Bilingual instruction of the Spanish-speaking children seems to be a useful means of acculturation.

9. It is almost axiomatic that the child who learns to read well well in the early primary grades is far less likely to become a dropout. Real, effective language development can only be accomplished through the use of the language which the child speaks when he starts to school.

Significance of the Project

The most acute educational problem in the Southwest is that which involves Mexican-American children. In the elementary and secondary schools of five states in this region--Arizona, California, Colorado, New Mexico, and Texas--there are approximately 1.75 million children with Spanish surnames. Many of these young people experience academic failure in school. At best, they have limited success. A large percentage become school dropouts.

Little headway is being made against the problem. While teachers and administrators are, and have been, deeply concerned about it, they are also, for the most part, perplexed as to just what to do. The traditional approach has been simply to ignore the unique circumstances of children from Spanish-speaking homes, to assume that even with little or no experience in speaking English they would somehow learn as easily as their English-speaking classmates. Obiviously, this did not happen. As a result, some schools have attacked the problem directly by grouping all their Mexican-American children in a pre-first grade where they would spend a year learning English and laying a foundation for regular school experiences. Such a procedure has the built-in disadvantage of creating an over-age group of students who must then go all the way through school a jump behind peers.

And as recently as March, 1967, the San Antonio Evening News reported that a "BLUE RIBBON group of local educators" found, "The people of San Antonio have the lowest education attainment of any major Texas city."[1] The report further stated that

> 52 per cent of all Mexican-Americans in Texas over 25 years of age had completed no more than four years of

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[1] San Antonio Evening News. March 13 1967, p. 1.

> school, and only 11.7 per cent had gone to high school. ...San Antonio (has) an unemployment rate of six per cent which compares with a 3.9 per cent rate for the United States. ...The Mexican-Americans maintain the highest rate of illiteracy, the highest dropout rate, the highest unemployment rate, the lowest educational attainment rate of any minority group.[2]

If this ethnic group does not differ in innate ability from the great mainstream of American citizenry, then some problem(s) has existed to keep it from finding a workable compatibility with the dominant culture. While the more subtle cultural differences between this group and its mainstream counterpart may not be apparent to the casual observer, the clearly outstanding difference is the fact that English is not the "mother tongue" for the Mexican-American. Moreover, as Manuel noted, "(since)...there is a strong tendency for them to occupy different residential sections, ..the isolation of Spanish-speaking children tends to defeat their attempts to learn English."[3] This problem of language continues to be both a cause and an effect of isolation, the result of which is that the children of this sub-culture usually enter a school where virtually all of the instruction is in English, while at the outset they have only a rudimentary knowledge of Spanish.

It has long been recognized that atarting to school can be a traumatic experience for any child unless careful procedures are used to smooth the transition from home to school. When the Spanish-speaking child enters school for the first time and is thrown into an English-speaking environment, he finds himself in a strange world where even his language is rejected. To be unable to communicate with the teacher, the mother-substitute in the school environment, leaves

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2Ibid

3Herschel T. Manuel, Spanish Speaking Children of the Southwest (Austin: University of Texas Press, 1965), p. 30.

the child isolated and insecure. To reject one's language is to reject him as a person and to reject his culture. He even begins to feel there is something wrong with his family, for they speak the language and live in the culture which he has found rejected at school. This can be the onset of anomie. This is the name psycho-linguists give to the lost feeling an individual may have in belonging neither to his own group or to a new group. When a child without pride in the first culture and has little or no interest or liking for the second, the combination can destroy the motivation for the child, cause him to become neurotic and chronically disoriented. This condition can even be mistaken for mental retardation or slow learning ability.

On the other hand, a child's first contact with a second language can be an enriching experience. The teacher should welcome the pupil in his first language, thus establishing a bond of commonality. A gradual introduction to a second language with instruction for the improvement of the first can be an enrichment for the child in language facility and expression of thought that may exceed that of the child who speaks only one language.

Description of the Project

This bilingual instructional experiment is being continuously conducted in and by the Harlandale Independent School District in San Antonio, Texas. This project was originated because on the keen awareness of John C. Gonder, Superintendent of Harlandale Schools, of the difficulties experienced by the Spanish-speaking child in the schools with which he has been associated throughout his school career.

As a teacher and principal, Gonder collected empirical evidence of the benefits of bilingual instruction even prior to his becoming superintendent. In the implementation of the project he has involved his co-workers, Callie W. Smith, Assistant Superintendent; Charles N. Boggess, Director of Curriculum; William R. Marshall, Assistant Director of Curriculum; Penny Taylor, Reading Consultant and Director of Bilingual Instruction; Dr. Guy C. Pryor, Consultant from Our Lady of the Lake College; and the principals and teachers from the four elementary schools involved.

This bilingual instructional experiment was conducted in four elementary schools: Columbia Heights, Collier, Flanders, and Stonewall. These four elementary schools are located in a section of San Antonio that is 100 per cent Mexican-American, where poverty is everywhere evident. Spanish is the language which is spoken predominantly in the area. All of the children in the project spoke Spanish before starting to school. Most of them had had little contact with English except in the early learning programs, such as Head Start. Even the radio and television programs are in Spanish.

The extent to which the parents of the area speak Spanish was demonstrated clearly to the consultant in a meeting of the parent-teachers Association in one of the schools involved in the bilingual experiment. The Parent-Teacher meeting was well attended with perhaps 175 to 200 parents present. The president, speaking English, laid before the meeting the question of the desirability of having a Spring Fiesta, which she had described in ample detail. Interest was minimal. The vote elicited less that 10 per cent "pros" and "cons". The principal

of the school then explained the Spring Fiesta in Spanish. This time an overwhelming majority voted with obvious enthusiasm for the Fiesta.

It should be evident to even the casual reader that the area in which the four elementary schools lie is indeed a highly appropriate target area for bilingual experimentation.

The Harlandale bilingual project was started 2 1/2 years ago. During 1966-67 only one first grade section in each of the four schools was taught bilingually. During the 1967-68 school term each of these four sections advanced to the second grade and was continued in bilingual instruction. However, the pupil membership changed so much in some instances that the effectiveness was greatly affected. The starting of new bilingual sections in the first grade varied greatly among the four schools. Flanders Elementary School designated one section of the first grade for bilingual instruction, while the other sections were taught in English only. Collier Elementary School taught one section bilingually and the others completely in English. However, the pupils in the bilingual section were randomly selected instead of being the pupils who had the least ability, as was the situation in the 1966-67 school year. Columbia Heights Elementary School provided bilingual instruction in all sections of the first grade. All first grade teachers were bilingual and taught in self-contained classrooms. The Stonewall Elementary School provided bilingual instruction in all first grades, but not all were self-contained classrooms. Three of the five first grade teachers were bilingual. Two of these taught self-contained sections. The third teacher taught the Spanish in three first grade classrooms, while the other two teachers taught in English only.

II. DESIGN OF THE EVALUATION

The empirical evidence obtained in the 1966-67 evaluation seemed to justify some cautious expansion of the bilingual instruction. The option of expansion, continuation, or retrenchment was left to the principal, but the availability of teachers with capabilities and enthusiasm for bilingual instruction was a most important factor in the decision making.

As previously indicated, the following program was set up:

1. Flanders Elementary School - one bilingual section in the first grade - pupils selected randomly

2. Collier Elementary School - one bilingual section in the first - pupils selected randomly

3. Columbia Heights Elementary School - all sections in the first grade were taught bilingually - self-contained classrooms

4. Stonewall Elementary School - all sections of the first grade were taught bilingually - two of the sections were taught in self-contained classrooms - one teacher conducted all the Spanish teaching in the other three classrooms.

At the second grade level, each of the four schools continued to teach bilingually the one section which had been taught bilingually in the first grade the previous year. Changes in pupil membership in these second-grade bilingual sections varied greatly among the four schools.

Obviously, a pre-test - post-test in reading in English and/or Spanish cannot be used with first grade pupils. The option is to test the pupils at the beginning of the year with some kind of general ability or readiness measurement, and to test at the end of the year with a test of reading ability in English for all sections and in Spanish and English for the sections which were taught bilingually.

Otis Alpha Mental Ability, Non-Verbal, Short Form, was used to measure general ability and readiness at the beginning of the first grade. This test was given by reading each specific direction in English and Spanish in quick succession. A translation of the directions into the Spanish vernacular of the area was made so that testers would be using exactly the same wording. The purpose of this was to enable the pupils to respond regardless of which language they spoke.

Tests of Reading, Inter-American Series, Level I, Primary, (English and Spanish Editions) were used to measure comparative reading ability at the end of the year. All sections took the English edition, and the bilingual sections took the Spanish edition in addition to the English. Comparisons of the amount of progress by each section were made in relationship to initial readiness and ability as measured by the Otis Alpha Test of Mental Ability.

The second grade could be measured by pre-test and post-test in reading ability. The tests designated to be used were: Tests of Reading, Inter-American Series, Level I, Primary, (English and Spanish Editions), and the Science Research Associates Achievement Tests, Reading Composite only, second grade level. Only the second grades in Columbia Heights Elementary School and Stonewall Elementary School were to be tested in all sections, and Flanders and Collier

Elementary Schools were to test the bilingual sections. Comparisons of achievement in reading have been made between the bilingual sections and the sections that were taught in English only, insofar as the tests were given and the data made available.

The data and the comparisons for the first grades have been presented and analyzed first. The second grade data, comparisons, and interpretations follow.

Attendance, parental cooperation, teachers' observations of pupils, demographic data concerning the pupil population, and teacher evaluation of the program have been presented and analyzed to the extent they contribute to an objective evaluation.

For the most part, comparisons among the first and second grade classes within each school and among the bilingual instructional classes among the several schools were accomplished by making tables of the usual comparative statistical data, with greatest emphasis on the t-ratio or critical ratio of the significance of the difference among the means of the measures. Conclusions and recommendations were made on the basis of the total data and observations in all schools. The graduate students in research at Our Lady of the Lake College assisted in the tabulation of the data.

III. PRESENTATION AND ANALYSIS OF DATA AND APPRAISALS USED IN THE EVALUATION

A description of the population involved in this bilingual instructional project has been given in the section titled"description of the Project." A more detailed analysis of the population at Stonewall Elementary School is presented with the assumption, which observation seems to indicate is correct, that the Stonewall population is somewhat representative of the four elementary schools included in the program.

The population studied was the first grade of Stonewall Elementary School, consisting of 47 boys and 49 girls. The mean age of the group September 1, 1968, was 6 years and 6 months, with a range from 6 years 2 months to 7 years 11 months.

Spanish was the first language of the pupils. Table I shows the extent to which the pupils could speak English when they started to school and the relationship between their English-speaking ability and the scores made on the Otis Alpha Test of Mental Ability, Non-Verbal. The students with least ability to speak English made the lowest scores, and those with the greatest ability made the highest scores. The general difference in readiness scores found between non-English-speaking subjects and English-speaking subjects may truly be a reflection of the language development variable.

TABLE I

RANGES AND MEANS OF MENTAL ABILITY SCORES
OF STUDENTS GROUPED ACCORDING TO THEIR ABILITY
TO SPEAK ENGLISH
STONEWALL ELEMENTARY SCHOOL
FIRST GRADE
OCTOBER, 1967

Ability to Speak English	N	Ranges	Means Test Scores
No English or a few words	29	75-94	84.044
Communicate needs	51	74-97	87.568
Fluent	13	77-98	90.675

Table II presents the mean test scores grouped according to family size:

TABLE II

RANGES AND MEANS OF MENTAL ABILITY SCORES
OF FIRST GRADE STUDENTS GROUPED ACCORDING
TO THE NUMBER OF SIBLINGS
STONEWALL ELEMENTARY SCHOOL
OCTOBER, 1967

Number of Siblings	N	Range	Means Test Scores
1-3	30	77-98	88.540
4-6	45	74-97	86.939
Above 6	20	75-92	84.301

A comparison of the ranges in Table II indicates that the dispersion of test scores is essentially the same for subjects in families of

1-3 and 4-6 children, but those in families with more than 6 children show a narrower and lower dispersion of scores.

The average mean scores were higher for subjects with 1-3 siblings and progressively lower with 4-6 siblings and above 6 siblings.

TABLE III

RANGES AND MEANS OF MENTAL ABILITY SCORES
OF STUDENTS GROUPED ACCORDING
TO PRESCHOOL EDUCATION
STONEWALL ELEMENTARY SCHOOL
OCTOBER, 1967

Preschool Program	N	Ranges	Means Test Scores
Repeating first grade	15	74-86	80.349
No preschool	22	76-96	88.202
Preschool	58	78-98	88.096

It is interesting to note in Table III the number of pupils repeating first grade, the number with no formal preschool training, and the number with some form of preschool, and how these categories compare in range of scores and means of the mental ability scores.

Table IV shows the ranges and means of mental ability scores for pupils at Stonewall Elementary School when grouped according to the occupations of their parents. There was an apparent tendency of pupils and/or their parents to represent the occupations more favorably on the occupational scale than reality justified. The income levels seem to indicate this.

TABLE IV

RANGES AND MEANS OF MENTAL ABILITY SCORES OF STUDENTS
GROUPED ACCORDING TO PARENTS' OCCUPATION
STONEWALL ELEMENTARY SCHOOL
OCTOBER, 1967

Occupational Classification	N	Ranges	Means
Professional and Managerial	1	---	92.00
Clerican And Sales Occupations	5	84-96	88.753
Service Occupations	10	77-92	87.982
Agricultural and Related Occupations	0	---	---
Skilled Occupations	25	75-97	87.802
Semi-skilled Occupations	13	75-98	86.152
Unskilled Occupations	14	76-96	85.827
Welfare and Unemployed	5	74-92	85.761

The attendance records indicate that pupil withdrawals and re-entries are about as low as will be found in schools composed entirely of Anglos and are much lower than many. Evidently the migrant problem has become minimal in these schools.

The Otis Alpha Mental Ability Test, Non-verbal, Short Form, was administered in all first grades during the first week in October. By obtaining and comparing the means for the various sections, the relative status of each section of pupils in general ability and readiness was ascertained. Comparisons of the relative status of these sections were

made with the relative status of these same groups as established in May by giving the Test of Reading, Inter-American Series, Level I, Primary, English edition, and comparing the mean score. Pruebas Lectura, Interamericano Serie, Nivel I, Primario, was also given to the bilingual section to ascertain the relative progress in Spanish and English.

The results of the testing of the first grade at Flanders Elementary School are presented first. Table V shows a comparison of four first grades by the size of the mean score of the Otis Alpha Mental Ability Test, Non-Verbal, in October. The difference by which Section B exceeded the bilingual section was significant at the 1% level. The bilingual section exceeded Section C by a difference that was not significant, but the bilingual section was significantly higher than the last place Section A.

TABLE V

SECTIONS OF THE FIRST GRADE OF FLANDERS ELEMENTARY SCHOOL
IN RANK ORDER BY MEAN SCORES ON THE
OTIS ALPHA MENTAL ABILITY TEST
OCTOBER, 1967

Section	Mean Score
B	18.2
*D	15.35
C	12.86
A	10.2

*the section receiving bilingual instruction

Table VI shows the rank of the means for the same first grade sections on Tests of Reading, Level 1, Primary, Inter-American Series, (English edition) given in May. It should be noted the section which was instructed bilingually had the lowest mean, but this mean is not significantly lower than the means of Sections A and C. Only Section B had a mean that was significantly higher, but it was significantly higher than Sections A and C also. Really, there was only one important change from October to May - Section A improved its relative position. The bilingual section apparently progressed about the same rate as all other sections of the first grade except Section B - no better or no worse.

TABLE VI

SECTIONS OF THE FIRST GRADE OF FLANDERS ELEMENTARY SCHOOL
IN RANK ORDER BY MEAN SCORES ON THE TEST OF READING
INTER-AMERICAN SERIES, LEVEL I, PRIMARY,
MAY, 1968

Section	Mean Score
B	34.0
A	26.58
C	25.75
*D	24.1

* Bilingual section

The bilingual section of the first grade at Flanders Elementary School is significantly lower than only Section B and approximately equal to the other two.

The bilingual section of the first grade at Flanders Elementary School scored higher on the Spanish edition of the Inter-American reading test than on the English edition, and the difference was significant.

The results of the testing of the first grade at Stonewall Elementary School are presented next. The instructional patten at Stonewall was entirely different from that at Flanders. At Stonewall all sections received bilingual instruction. Three of the teachers were bilingual and two were not. The teaching was team or somewhat departmentalized, depending on the point of view, but the three bilingual teachers continued to use Spanish as an instructional tool in varying degrees throughout the day. In the sections taught by the English-speaking teachers, instruction in Spanish was limited to the short periods of time (about 30 minutes per day) a bilingual teacher was in the classroom on an exchange basis. This was supplemented by Spanish teaching resulting from all sections meeting together in the all-purpose room to sing Spanish songs, play roles, present skits, dialogues, and various programs in Spanish two or three times per week.

The language of the teacher is noted here for each section:

Section A	English
Section B	Bilingual
Section C	Bilingual
Section D	English
Section E	Bilingual

Section E was taught by the teacher who rotated in the team teaching.

TABLE VII

RANK OF THE MEANS OF THE FIRST GRADE SECTIONS
AT STONEWALL ELEMENTARY SCHOOL ON THE
OTIS ALPHA MENTAL ABILITY TEST,
NON-VERBAL, OCTOBER, 1967

Section	Mean	Rank
B	88.81	1
A	88.44	2
C	85.5	3
D	80.8	4
E	78.30	5

The means of Sections A,B, and C on the Otis Alpha Mental Ability Test, Non-Verbal, do not differ significantly from one another. Sections D and E do not differ significantly from each other, but both of them are lower, significantly, at the 1% level, than the two top-ranked sections.

The relative ability level of these pupils at the beginning of the term, as shown in Table VII, is compared with the relative reading ability level of the sections as measured by the Tests of Reading, Inter-American Series, Level I, Primary, both English and Spanish editions. These results are shown in Table VIII.

TABLE VIII

RANK OF THE MEANS OF THE FIRST GRADE SECTIONS
AT STONEWALL ELEMENTARY SCHOOL ON THE
TESTS OF READING, LEVEL I, PRIMARY,
INTER-AMERICAN SERIES,
ENGLISH EDITION,
MAY, 1968

Section	Mean	Rank
C	57.25	1
B	55.09	2
D	53.78	3
A	52.88	4
E	52.09	5

Even though there is a numerical difference in the means of the measures reported in Table VIII, the difference between Section C, the high section, and Section E, the low section, is only 5.17, which is not significant even at the 5% level of confidence; that is, this difference could easily happen by chance. A comparison of Tables VII and VIII indicates the changes in rank, when viewed in terms of the size of the differences, are not important and reveal little other than homogeneity among the sections. The many variables present, such as English-speaking teachers, bilingual teachers, variation in methods, etc., did not make a great difference in learning to read English in this bilingual program. The gain made by the section of pupils in the homeroom of the teacher who rotated in the team teaching was similar, relatively, to other sections. This section is lowest in both tables, but the mean was closer to the means of the other sections in May than it was in October.

Table IX shows the rank of these same sections of first grade pupils in ability to read Spanish in May. It should be noted here that the sections taught by bilingual teachers occupy the top three ranks, and the sections taught by the English (only) speaking teachers occupy the two lowest ranks. The difference between the top rank and the bottom rank is not quite large enough to be significant at the 5% level of confidence, but it does suggest that the use of Spanish in teaching-learning does continue in the classes taught by bilingual teachers when the Spanish teacher who does the rotating is not present. However, the thing that is most impressive about the pre-test and post-test in Stonewall first grade sections is the homogeneity of the means of the measures on each test and the uniformity of the average progress of the various sections.

TABLE IX

RANK OF THE MEANS OF THE FIRST GRADE SECTIONS
AT STONEWALL ELEMENTARY SCHOOL ON
PRUEBAS LECTURA, NIVEL I, PRIMARIO,
INTERAMERICANO SERIE, FORM CES,
MAY, 1968

Section	Mean	Rank
C	69.50	1
B	69.45	2
E	67.28	3
D	64.89	4
A	60.94	5

The organizational instructional pattern in Columbia Heights Elementary School first grade was different from all the other three schools. Here each room was taught bilingually by a bilingual teacher. All of these seven teachers were bilingual, but two of them were Anglos who indicated they did not have full confidence in their Spanish.

Table X shows the rank of the means of the seven sections at Columbia Heights Elementary School in general ability and readiness as measured by the Otis Alpha Test of Mental Ability, Non-Verbal, when administered with the test directions given in two languages. There is a remarkable lack of difference among Sections G, D, E, B, F, and C, but Section A is significantly lower than all others at the 5% level of confidence. This was the section with most of the retainees.

TABLE X

RANK OF THE MEANS OF THE FIRST GRADE SECTIONS AT COLUMBIA HEIGHTS ELEMENTARY SCHOOL ON OTIS ALPHA TEST OF MENTAL ABILITY, NON-VERBAL, OCTOBER, 1967

Section	Mean	Rank
D	89.1	2
E	88.5	3
B	88.2	4
C	87.8	6
A	77.7	7
F	88	5
G	89.3	1

The tests of reading ability in English in May, Table XI, shows that the sections rank in about the same order as they did in general ability in October, with the exception that Section B moved from fourth place to first place, but the size of the differences in the means is not significant. It may be worth a comment that the teacher of this section was most enthusiastic about bilingual instruction.

TABLE XI

RANK OF THE MEANS OF THE FIRST GRADE SECTIONS AT COLUMBIA HEIGHTS ELEMENTARY SCHOOL ON TESTS OF READING, LEVEL I, PRIMARY, INTER-AMERICAN SERIES, FORM CE IN MAY, 1968

Section	Mean	Rank
B	47.09	1
D	45.50	2
G	42.00	3
E	40.57	4
C	40.17	5
F	32.88	6
A	30.5	7

Table XII shows the rank of the means on the Spanish Edition of the Inter-American tests of reading. It is most interesting to note that means of the measures are in about the same rank order on the reading test in Spanish as they were on the test of reading in English, with approximately the same size of differences.

TABLE XII

RANK OF THE MEANS OF THE FIRST GRADE SECTIONS AT COLUMBIA HEIGHTS ELEMENTARY SCHOOL ON PRUEBAS LECTURA, NIVEL I, PRIMARIO, INTERAMERICANO SERIE, IN MAY, 1968

Section	Mean	Rank
B	47.0	1
G	44.88	2
D	44.08	3
E	40.96	4
C	40.08	5
F	35.52	6
A	24.5	7

The absence of a control group in either Stonewall or Columbia Heights makes it almost impossible to draw conclusions about the value of teaching bilingually as compared with teaching in English only.

For some reason, the means of the scores in reading, both in English and Spanish, were significantly higher at Stonewall than they were at Columbia Heights.

TABLE XIII

RANK OF THE MEANS OF THE FIRST GRADE SECTIONS AT COLLIER ELEMENTARY SCHOOL ON TESTS OF READING, LEVEL I, PRIMARY, INTER-AMERICAN SERIES, FORM CE, IN MAY, 1968

Section	Mean	Rank
A*	29.65	5
B	35.1	3
C	35.2	2
D	30.48	4
E	36.52	1

*The bilingual section

Table XIII shows the relative rank of the various sections of the first grade at Collier Elementary School by their mean reading ability in English. The bilingual section ranked below all the sections taught in English only. The size of the difference in the means between the bilingual section and the other sections was significant at the 1% level of confidence, except for Section D. Here the difference was very small and not significant. Here again it should be noted that the bilingual section was composed of pupils who, at the beginning of the year, spoke Spanish almost exclusively. Very little English language development was taught in the first four months. Collier had one bilingual experimental group and four control groups in the first grade. The mean score for the bilingual group in Spanish was approximately the same as it was in English.

EVALUATION OF THE LEARNING ACHIEVEMENT OF PUPILS IN THE SECOND GRADE BILINGUAL PROGRAM

Data of importance in the evaluation of the achievement of pupils in the second year program concern: the nature of the pupil population, its continuity, and previous levels of achievement of the pupils in each section from last year's measurements. Only one section in the first grade in each of the four schools, Collier, Columbia Heights, Flanders and Stonewall, was taught bilingually during the 1966-67 school year. These sections were advanced to the second grade, and bilingual instruction was continued in varying degrees according to the decisions, concerns, ideas, and recognition of pupil needs. There was a varying amount of entries and withdrawals according to the decisions of the principals and the necessity each principal felt for keeping the sections somewhat equal in number of pupils throughout a grade and causing each teacher to receive her fair share of new pupils.

TABLE XIV

STATUS OF PUPILS IN THE SECOND GRADE BILINGUAL PROGRAM AT THE BEGINNING OF THE 1967-68 SCHOOL TERM

School	No. of Pupils in Section	No. Enrolled in Bilingual First Grade	No. With No Prev. Bilingual Training	Retainees From Last Year	Teachers Estimate of Ability
Collier	25	15	10	0	2 Average 21 Low 2 Sp. Ed.
Columbia Heights	29	17	12	0	6 High 11 Average 12 Low
Flanders	26	20	6	0	2 High 18 Average 6 Low
Stonewall	24	20	4	0	6 High 11 Average 7 Low

Table XIV shows the extent to which this program is operationally a bilingual program. Further changes in personnel occurred during the year. The teachers' estimates of pupil ability and achievement are realistic and are in most part confirmed by the 1966-67 testing, as well as current testing. It becomes evident that this situation hardly provides an unbiased measurement of an operational bilingual instructional program.

Table XV shows how these second grade bilingual sections ranked with other sections of the first grade in their own school at the end of the 1966-67 year in reading ability in English. This measurement was made before the pupils without bilingual instruction were added to the group. The bilingual section at Collier advanced from the cellar to this point. The other sections either held their own or improved their comparative standing in competition with sections taught in English only. All data for the current year must be interpreted in the light of this background information about changes in pupil personnel and last year's measurements.

[1]TABLE XV

RANK OF THE MEAN OF THE SECOND GRADE BILINGUAL SECTIONS IN ENGLISH READING ABILITY AT THE END OF 1966-67 SCHOOL TERM WITH OTHER FIRST GRADE SECTIONS

School of the Bilingual Sections	No. of Sections in the 1st Grade of the School	The Mean	Rank of the Bilingual Section
[2]Collier	4	30.27	3rd
Columbia Heights	6	31.58	2nd
Flanders	4	31.63	2nd
[3]Stonewall	5	54.75	1.5

[1]These data were taken from the 1966-67 Evaluation.
[2]These pupils were selected as being the lowest in the school at the beginning of the year.
[3]This section was tied with another section; that is, they share first and second place.

Another phase of the evaluation here concerns the extent to which the second grade program was bilingual. These teachers were experimenting in bilingual instruction at the second grade level without previously prepared materials. Each teacher was left somewhat to her own decisions, her own resourcefulness and creativity in finding or making materials, and her own understanding of the needs of the pupils for bilingual instruction. The press of time and self-imposed standards for teaching in English caused the teachers to do many improvisations in Spanish, to rely on available Spanish materials without enough selectivity, to use Spanish television lessons somewhat frequently as a substitute for lessons of their own planning, or to decrease the time and extent of the teaching in Spanish. These comments are expanded and confirmed in the section of this evaluation devoted to the opinions and evaluations of the teachers who participated in the program. The teachers themselves indicate that this was somewhat a phase-out of bilingual instruction at the second grade level, with much less time and effort devoted to Spanish at the end of the year than at the beginning of the year. The teachers were sincere in their decisions and unhesitatingly expressed their views.

Table XVI shows the relative level of the various sections of the second grade as measured by the mean reading ability on Science Research Associates Achievement Test, 2-4, in October, 1967. A glance at the scores indicated this test was too difficult for these students. The scores were skewed too heavily to the left for the measures to be very useful. That the test was too difficult for pupils of this level was confirmed by many statements of the teachers. Even with this inadequate measure, the bilingual sections held the same comparative ranks as they did at the end of the 1966-67 school term.

TABLE XVI

RANK OF THE MEANS OF THE SECOND GRADE SECTIONS AT FOUR ELEMENTARY SCHOOLS ON SCIENCE RESEARCH ASSOCIATES ACHIEVEMENT READING TEST, PRIMARY 2-4, OCTOBER, 1967

School and Section	Mean	Rank in School Unit
Columbia Heights		
Section A	22.035	4
Section B	25.0	1
Section C	21.076	5
Section D	22.684	3
Section E*	24.482	2
Section F	20.25	6
Collier		
Bilingual Section	18.87	No Other Data
Flanders		
Bilingual Section	22.34	No Other Data
Stonewall		
Section A*	23.02	2
Section B	23.62	1
Section C	22.62	3
Section D	22.48	4
Section E	20.56	5

* Bilingual Sections

The data in Table XVI can be compared with the data in Table XVII to study the amount of gain and/or the change in relative ranking with other sections. The tables show a pre-test and post-test of reading ability measured by the SRA Achievement Test. For example, the bilingual section at Stonewall gained 2 points in the mean score and continued to hold second place rank among the second grades at Stonewall. The bilingual sections at Flanders gained 16 points on the mean, but continued to hold the second place rank among the Flanders second grades that it held at the end of the 1966-67 school term. Since the amount of bilingual instruction in the second grade at Flanders was decreasing throughout the year, it would hardly be appropriate to attribute the 16-point mean gain in reading to the effects of bilingual instruction.

The data in Table XVIII show no important change in relative standing of the bilingual section among the sections of the second grade in each school on the Reading Test, Level I, Primary, Inter-American Series, English Edition. Comparisons were limited to two schools because of the lack of data.

A comparison of the means on Pruebas Lectura, Nivel I, Primario, Interamericano Serie, Form CES, for the bilingual second grade sections of three schools shows the following:

School	Mean
Columbia Heights	71
Flanders	63
Collier	39

Data from Stonewall were not available. The Collier Section was the lowest section in the first grade from its start in the program in the fall of 1966.

TABLE XVII

RANK OF THE MEANS OF THE SECOND GRADE SECTIONS OF FOUR ELEMENTARY SCHOOLS ON SCIENCE RESEARCH ASSOCIATES ACHIEVEMENT READING TEST, 2-4, MAY, 1968

School and Section	Mean	Rank in School
Columbia Heights		
Section A	28.27	2
Section B	31.97	1
Section C	23.43	3
Section D	23.19	4
Section E*	Data Missing	
Section F	Data Missing	
Flanders		
Section A	50.27	1
Section B	18.46	4
Section C*	38.2	2
Section D	23.25	3
Collier	No Data	
Stonewall		
Section A*	25.148	2
SEction B	33.96	1
Section C	10.64	5
Section D	23.577	3
Section E	12.52	4

*Bilingual Section

TABLE XVIII

RANK OF THE MEANS OF THE SECOND GRADE SECTIONS OF FOUR ELEMENTARY SCHOOLS ON TESTS OF READING, LEVEL I, PRIMARY, INTER-AMERICAN SERIES, ENGLISH EDITION, MAY, 1968

School and Section	Mean	Rank
Columbia Heights		
Bilingual Section	72	No Other Data
Collier		
Section A	47.65	3
Section B	69.097	1
Section C	53.35	2
Section D*	46.19	4
Flanders		
Section A	70.688	1
Section B	51.375	3
Section C*	61.425	2
Section D	49.385	4
Stonewall	No Data Available	

* Bilingual Section

Table XIX shows a comparison of the scores made by the bilingual sections in May, 1967, and in May, 1968, on the same test, Inter-American Test of Reading, both Spanish and English editions. This is the only measure available of the same sections on the same test one year apart. The tests do show tremendous gain with considerable variation among the sections. It would be interesting to know whether the Stonewall section continued to gain in ability at the same rate after their exceptionally good first year, but these scores were not available. Bilingual instruction cannot be isolated from other variables in this particular comparison to determine its effect in this growth in English and Spanish reading ability. The other sections that received instruction in English only cannot be compared in this manner and be used as controls because their identity as sections with the same pupils each year was not maintained. It was previously pointed out that the bilingual sections had enough change in pupil personnel to depreciate their value as experimental bilingual groups.

These data are inconclusive in indicating the comparative value of bilingual instruction and of instruction in English only in the second grades of these four elementary schools.

TABLE XIX

A COMPARISON OF THE MEAN SCORES MADE BY THE SAME BILINGUAL SECTIONS ON TEST OF READING, LEVEL I, PRIMARY, INTER-AMERICAN SERIES, SPANISH AND ENGLISH EDITIONS, IN MAY, 1967, AND MAY, 1968

School	Mean 1967 English	Mean 1968 English	Mean 1967 Spanish	Mean 1968 Spanish
Columbia Heights	31.58	72	15.12	71
Collier	30.27	46.19	24.0	39
Flanders	31.63	70.688	25.6	63
Stonewall	59.79	No Data	69.3	No Data

A REVIEW OF TEACHERS' COMMENTS AND OBSERVATIONS AS A MEANS OF EVALUATION AT THE OPERATIONAL LEVEL

The realism of the practitioners' observations, viewpoints, and understandings is an essential part of the evaluation of any educational program. What happens at the operational level in the classroom is sometimes quite different from the conceptual design of the program. Here two aspects of evaluation are sought: (1) What things actually happened at the classroom level? How were pupils actually tested? To what extent was this a bilingual program? What was the actual scope and sequence? and (2) What did the teachers consider the worth of what actually happened, and what do the teachers think the program should be? Sometimes a statement by a teacher will bear on all of these questions. For that reason teachers' comments are not arranged to answer these questions sequentially.

Mrs. Stella Hernandez has rather clearly described how the tests were given at Flanders. Her statement follows:

> "In administering the series of tests given the first and second grades I followed the procedures below:
>
> FOR FIRST GRADE
>
> I went to each room to give the test. The teacher in that particular room helped while I gave the test by seeing to it that the children were on the right page and by offering encouragement along with me.
>
> My teacher aide, Mrs. Catherine Lauderdale, took over my class.
>
> I gave the Otis Mental Ability Test, Non-Verbal, Short Form, only. I gave the directions in Spanish and then in English. After working the face page, the class was directed to work as much as possible in the booklet. Time allotment was adhered to.

The leaflet giving the directions in Spanish proved very useful.

FOR SECOND GRADE

I gave the bilingual class Reading Test, Inter-American Series, Level I, in Spanish first. I followed the directions printed in the leaflet, Instrucciones Generales, which accompanies the test. Time allotment was followed.

The following day I gave the English counterpart of the Inter-American Series, Level I, Reading Test. I followed the directions and time allotment specified in the accompanying leaflet.

The bilingual class also took the S.R.A. Achievement (Reading 2-4) Test. Directions for administering and scoring the test were followed.

My teacher aide scored most of the tests in the second grade. The first grade teachers scored their own.

This idea I found very helpful. I informed the first grade teachers of the date and time of testing. They encouraged the children to be present on that day without telling them about the test. This eliminated the testing of so many absentees."

It assumed the testers in other schools were equally efficient and conscientious.

For a description of the bilingual program at second grade level, Mrs. Estella Hernandez is again quoted for her clear explanation of the second grade program at Flanders Elementary School:

"I. Time spent in giving directions in Spanish and time spent in actual Spanish instruction.

During the first semester I gave direction first in Spanish and then in English. As the class gained proficiency in English, I used less Spanish so that toward the end of the second semester I gave directions in Spanish only when I felt the class did not comprehend the assignment. All during the year I used Spanish when giving individual help.

I would like to say that giving directions in Spanish does not necessarily mean that the child comprehends what is expected of him. Some children are just as lost in either language.

The time spent in actual Spanish instruction was approximately 250 minutes per week. (some weeks less) We had two 25 minute periods - one in the morning and one in the afternoon.

II. Time and scope sequence, materials and concepts

For the first two months I reviewed material taught in Grade I. This includes:

1. Name of letters of the Alphabet and their sounds
2. Phonetic picture word cards
3. Brief review of units, accompanying word cards, and experience charts
4. Games, songs, records and stories

About the third month we began to read from Somos Amigos, Libro Primero, Ginn & Co. We did the following:

1. Read lessons & performed drills
2. Dramatized stories
3. Played games in connection with lessons
4. Listened to records of songs in Somos Amigos
5. Learned songs
6. Spelled key words in lessons
7. Wrote sentences using key words
8. Tape recorded reading selections by children

In addition to the above we:

1. Expanded study of phonetics (onomatopeyics method)
2. Used library books
   a. Read stories in both languages
   b. Told stories in both languages
3. Used language master
4. Used TV lessons sparingly since class had them last year
5. Made booklets

III. Comments on things that have been satisfactory

1. The program was better organized than last year
2. Some meetings were very enlightening
3. Some children who had had no Spanish last year performed as well as (in some instances, better than) those who had had two years of Spanish.

IV. Comments on things that have been less successful

1. Slow children are still slow
2. Absences and tardies are still frequent

3. Children tend to use Spanish even when they can express their thoughts in English - resulting in the lack of practice and learning of English.
4. Reading comprehension is still the main problem

V. General Comments

1. There is a definite need for suitable material for teaching Spanish in the lower grades.
2. We need a better, more unified teaching program in regard to content, procedures, and materials with the four schools working on the same things at the same level.

VI. Recommendations

1. It is my opinion that it is not as important to teach actual reading in Spanish in the first grade as it is to develop a good, basic oral vocabulary and sentence structure in both languages. Learning to read in Spanish, I have observed, does not insure success in learning to read in English.

2. The Head Start program should make use of both Spanish and English. Why let the child think he should learn and use English in the summer only to reverse the procedure in the fall.

3. In order to develop an adequate curriculum guide for teaching Spanish in our particular schools, provisions should be made for all teachers involved to participate. A person well informed in Spanish materials, procedures, and most important of all, in curriculum development should be leader and organizer."

The unorganized nature of the program is explained by another second grade teacher in another one of the four schools:

"I never had a time schedule to teach Spanish; it only took place when circumstances came about. I was not prepared to teach a bilingual program.

" I cannot say that all children have learned what should have been learned from a bilingual program. Since they had an opportunity to grasp a little in the first grade, I think with the additional grasping they did in the second grade, they are ready to read and write moderately.

"I am sure this project will succeed, once we have an organized program."

The phase-out aspects of the second grade program were explained by another second grade bilingual teacher:

> "For the first two months of the school year, we spent 30 minutes twice a day covering phonics and actually reading and writing. However, we ended up with frustration for both students and teacher. Solution: We limited our Spanish instruction to oral vocabulary and 3 programs per week on Channel 9. This proved successful as Senorita Barrera taught them songs, dances, poems, at the same time nourishing their limited vocabulary."

This teacher, however, still thinks the program has much value in building a better self concept and self acceptance in the pupils and in giving them an appreciation for their language, for their culture, and for themselves as persons. She feels they have a better personal adjustment and a better attitude toward school as a result of bilingual instruction.

The first grade teachers have also explained much about their programs. One wrote:

> "The time spent in actual Spanish instruction was an hour a day. The actual time spent in using Spanish for instructional purposes was 75% of the day. Spanish was necessary for the pupils to comprehend what we were trying to teach and the directions we were giving."

The thought here makes bilingual instruction an imperative necessity in the situation this teacher describes. This teacher thinks the pupils should have a comprehensive early learning program for oral language development in both Spanish and English before starting to school.

Another teacher reported the effects of a teacher not being fully bilingual as follows:

> "Since the teacher was handicapped in not speaking Spanish, very little of the time at the beginning of the year was spent in oral Spanish. Spanish was used only for explanations when needed. To compensate for this, pupils translated from English to Spanish. They translated their dramatizations and simple stories orally."

This teacher greatly underrated her own program according to the

measured results, but nevertheless the two programs described above are real contrasts.

Another first grade teacher, who taught retainees, indicated she relied heavily on KLRN Spanish lessons, recordings, songs, dances, role playing, and filmstrips. However, she listed many books and other teaching materials and aids as well. She made this astute observation:

> "I think that there should not be too much direct translation imposed on these youngsters. Translation has its own place but not in the first grade."

Some of her colleagues should learn from her.

Another first grade teacher said:

> "By the end of the first semester, one group of my pupils was reading and writing sentences in Spanish. The slow group was still doing oral language development."

This teacher mentioned helpful materials, charts, books, and aids she used to organize her program. She said both she and the pupils enjoyed the program and found it profitable.

The next teacher observed: "This was sort of a learn-as-you-move-along process." She said:

> "We began conversational Spanish with the pupil, his home, his family, his neighborhood, his friends, and his school for about six weeks. The readiness books and other picture materials were discussed in both languages."

The value of experience is illustrated by this comment:

> "I enjoyed the program this year and learned a great deal about how to teach bilingually, what experiences and materials to use and how to organize them. I am 'raring' to go next year."

One teacher explained her program as follows:

> "I conducted my class bilingually by teaching in both languages. I did not have a set time for either language. I used all the materials for Spanish that I used for English, plus the materials that were alloted to us from the fund set

aside for bilingual materials. I found that my children enjoyed the films and filmstrips in Spanish as much as in English.

"We completed three units: 'The Family and Home', 'Health and Health Habits', 'Community Helpers', and 'Farm and Zoo Animils' in both languages."

It may be added here that the pupils in this teacher's room performed very well in both Spanish and English on the testing.

Another teacher commented:

"Spanish was used all day long when and where it was needed. But there was a twenty-minute period set aside daily for the actual Spanish lesson."

The departmentalized aspect of the team-teaching situation for bilingual instruction was indicated by one teacher:

"As a team teacher I did not care for team teaching. Perhaps because it was something new and different, or maybe it was because the children are not used to having two teachers; anyway, we felt Spanish was being taught as a subject. Since I had no idea what the other teacher had been teaching that day, sometimes the things I taught her children were not related. I taught her children what my children were learning."

Any person reading these comments will draw many valid and accurate conclusions about this bilingual program, for these comments are indeed keynotes that produce both dissonance and consonance in a learning program.

ATTENDANCE, PROMOTIONS, RETENTIONS, PARENT-TEACHER ASSOCIATION ATTENDANCE, OBSERVATIONS AND COMMENTS ON PUPIL BEHAVIOR

The data concerning all of the areas listed above were examined and analyzed carefully, but revealed nothing either positive or negative that would contribute to this evaluation. However, it is probably wise to check these kinds of data each year as a kind of safety gauge on the program operation.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to evaluate the Bilingual Instructional Project in the first and second grades of four elementary schools in the Harlandale Independent School District, San Antonio, Texas, during the 1967-68 school term.

The purpose of the project was to provide a bilingual environment and a program of bilingual instruction to enhance the development of the Spanish-speaking child in cognitive and language abilities. The bilingual environment should give the child a personal and cultural acceptance productive of a self-concept which makes possible those linguistic and communicative successes on which real internalized motivation is built.

It was the further purpose of this project to provide bilingual instruction in some of the classes in the four schools in the first and second grades and to compare these pupils, in terms of language development and reading ability, with those who were taught in English only.

The evaluation of the first grade included giving a general ability and readiness test in October to determine the relative level of each section of first grade pupils by a comparison of the means of the various first grade sections. At the end of the year the pupils were given a reading test in both English and Spanish to determine whether progress in reading was in accord with the relative general ability and readiness level established by the pre-testing. Comparisons were made between first grade sections that were taught bilingually and those that were taught in English only. Further comparisons were made between sections with different organizational plans for instruction.

The pre-test used was the Otis Alpha Test of Mental Ability, Non-Verbal, with directions in both English and the Spanish vernacular of the area. The post-tests were Tests of Reading, Level I, Primary, Inter-American Series, Form CE, and Pruebas Lectura, Nivel I, Primario, Interamericano Serie, Form CES.

At the second grade level, the SRA Achievement Test in Reading, 2-4, was given as a pre-test and post-test in October and May. The same Inter-American tests used in the first grade, mentioned above, were given to the second grade so comparisons could be made for these second grades between the scores made in May, 1968, and the scores made by the same sections on the same tests in May, 1967. Not all of this testing was carried out according to plan.

Each teacher wrote a description of her program - many of them in considerable detail - and reported her observations, comments, evaluations, and recommendations. The contributions of these practitioners who were closest to the program constitute an important part of this evaluation.

The findings of the evaluation are summarized in the conclusions.

CONCLUSIONS

1. The Harlandale bilingual program is multi-varied, ranging from intense involvement in teaching in Spanish by some teachers at the beginning of the first grade to only a nod toward bilingual instruction at the end of the second grade with all degrees in between. In spite of this wide variety of programs, the teachers almost uniformly think that bilingual instruction has value and should be continued.

2. The statistical data derived from the testing program, when considered as a whole, does not show that the pupils can read better in English as a result of the program. On the other hand, the pupils who are taught bilingually do not show less ability in reading in English. The question here is how important is this criterion as a conclusive measure of success in a bilingual instructional program.

3. The teachers place much value on their observations that the pupils have a better self concept, feel more accepted, and have greater pride in their home culture and its language. They seem to derive much pleasure from the books, materials, filmstrips, instructional films, tapes, music, records, and dances that portray their culture and the Spanish language.

4. The pupils in the sections where the most language development has taken place are bilingual in that they can read, write, and speak in two languages. This certainly has much merit, even though not all persons agree as to how valuable this is. Many agree that it has economic and social value and enhances good citizenship and pariotism. Some research shows that bilingual language development, when properly done, contributes to increased cognition and intellectual development.

5. This bilingual program may have long range effects on these pupils which are not now measurable.

RECOMMENDATIONS

The evaluator has taken the liberty to make some very definite and specific recommendations for the future of the bilingual instructional program at Harlandale. These are very straightforward and emphatic recommendations given without equivocation, for they are for

use in the implementation of an action program. Action does not stem from half-way recommendations.

It is true that not all these recommendations have been confirmed by research. They are in fact largely opinions, but rather pragmatic opinions based on empirical observations, conclusions and recommendations of practicing teachers, psychological findings concerning the processes of language development, what is known about how to teach reading, and last, logic and common sense. These recommendations seem practical enough to try. They can only be evaluated when they become an operational program.

1. Even though the bilingual program had much better organization, more materials, more support from principals, and more resources this year than it had last year, it is still characterized by a lack of structure and serious lack of the right materials, resources, and activities at the right place at the right time. Steps are underway to correct this. It is strongly recommended that a structured core program of language development be designed and made available to all teachers. The program should continue to provide creative flexibility for the use of language in functional natural settings that have the most meaning to pupils - this means a use of language with which pupils can have some personal identity.

2. It is recommended that the Spanish-speaking child's first contact with formal language development be in Spanish. This means total immersion in Spanish until the child has gone through oral language development, a reading readiness program, and is able to read in Spanish to some extent. Once the child has learned the process of

using orally his own first language to make sentences, to ask questions, to answer questions, and to transfer from statement, to question, to answer, and has learned the process of expressing his thoughts through spoken (phonemes) and written (morphemes) symbols; that is, he has learned to speak and read, then he can begin to learn English as a second language. To expect a child to learn language development in two languages while he is being pressured to learn to read is expecting the impossible. To try to teach a child to read in two languages when he can not really speak any language is probably the most perfect recipe for building an educational cripple.

The child can usually be given adequate training in Spanish language development and be taught to read by Christmas. This is possible because of the simplicity of Spanish phonetics. After the complicated processes and concepts essential to language development and reading in one language have been mastered, in even a most elementary way, they can more readily be applied to a second language. Instruction in English as a second language can be begun sometime after Christmas. In the meantime, Spanish can continue to be the principal language of instruction while ability in English is being taught. It is quite possible that these pupils will not be able to complete an entire first grade English reading program, but they will have a sound foundation of language development and initial reading instruction.

3. It is recommended that, if and when possible, oral language development in both Spanish and English be taught in an early language development program; that is, pre-first grade. The effectiveness of this approach is being demonstrated in the Good Samaritan Early Learning Program.

4. It is recommended that the Headstart Program be conducted in Spanish for those pupils who are to be taught bilingually in the first grade. The Headstart Program is much too short to do language development in both languages. To introduce English in the Headstart Program and return to Spanish in the first grade must be very confusing to the child and retard his progress.

5. It is recommended that all attempts to teach children to read in a language they cannot speak be discontinued. Symbols can have no meaning until a child knows and understands the word, idea, or concept for which the symbol is used. Trying to teach reading without oral language development develops dropouts, pushouts, and educational cripples.

6. It is recommended that all pupils who are in sections to be taught bilingually in the second grade be those who were taught bilingually in the first grade. Sections that have a minimum of change of pupil personnel give better opportunities for measurement of the quality of learning resulting from bilingual instruction.

7. Better coordination, better communication, and better implementation of plans on the part of all persons associated with the program, including the evaluator, would make a better program and a more credible evaluation. Some of the information on which this evaluation was based lacked completeness and testable validity.

8. It is recommended that only teachers who are capable and willing be included in the bilingual program.

9. It is further recommended that more in-service training be provided. A summer institute for all teachers would be helpful. This

should not be an institute for teachers of English as a second language or an institute to train Spanish teachers. This should be a curriculum and methods institite in bilingual instruction for teachers of the primary grades.

As a final word, an expression of thanks is extended to all persons connected with the program for their confidence in it and their willingness to be involved, and especially to the teachers for their very frank and thoughtful evaluations, and comments on their own program.